

Lockport City School District
ELA Grade 3
Unit 3
Aligned to the Common Core 2011-2012

Unit 3 Title: People and Nature

Rationale: Students who are college and career ready value evidence, build strong content knowledge, comprehend as well as critique, problem solve, and respond to the varying demands of audience, task, purpose, and discipline

Duration: 10 weeks

PHASE ONE: DESIRED RESULTS

GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:

***Note:** highlighted standards are formally assessed within this unit.

Reading for Literature

Refer to parts of stories, dramas, and poem when writing or speaking about a text, using terms such as *chapter, scene, and stanza*; describe how each successive part builds on earlier sections (RL.3.5)

Explain how specific aspects of a text's illustrations, contribute to what is conveyed by words in a story (e.g. create mood, emphasize aspects of a character or setting)(RL.3.7)

Reading for Information

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers. (RI.3.1)

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)

Use text features and search tools (e.g., key words, sidebars, and hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)

Describe the logical connection between particular sentences and paragraphs in a text

(e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8)

Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)

Reading Foundational Skills

Read with sufficient accuracy and fluency to support comprehension. (RF.3.4 a-b)

a. Read grade-level text with purpose and understanding.

b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Writing

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2.a-d)

a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

b. Develop the topic with facts, definitions, and details.

c. Use linking words and phrases (e.g., **also**, **another**, **and**, **more**, **but**) to connect ideas within categories of information.

d. Provide a concluding statement or section

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing Types are defined in standards 1–3 above.) (W.3.4)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)(W.3.5)

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6)

Conduct short research projects that build knowledge about a topic. (W.3.7)

Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class. (W.3.11)

Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.3.3)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 3 reading and content**, choosing flexibly from a range of strategies. (L.3.4. a-d)

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., **agreeable/ disagreeable, comfortable/uncomfortable, care/careless, heat/preheat**).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., **company, companion**).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
standard English.

Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 3 topics and texts**, building on others' ideas and expressing their own clearly. (SL.3.1, a-e)

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.
- e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (SL.3.5)

ESSENTIAL QUESTIONS:

- * As a researcher, how do we find out which facts are most important?
- * Which tools can help us gather and organize our facts?
- * How are people and nature connected?
- * How can people use a scientific fact to protect themselves from natural disasters?
- * How can we share our research in ways that will matter to others?
- * How do we create engaging audio recordings of stories, poems, or songs?

**BY THE END OF THIS UNIT,
STUDENTS WILL KNOW:**
(What do I need to teach?)

- **Strategies for reading for literature:** *How to* refer to parts of stories, dramas, and poems when writing or speaking about a text, using appropriate terms. Also explain how specific text illustrations contribute to what is conveyed by words in a story.
- **Strategies for reading for information:** *How to* ask and answer questions to demonstrate understanding of a text, determine the meaning of words and phrases as they are used in a text, compare and contrast the most important points and key details presented in two texts on the same topic, read and comprehend grade level appropriate literature, and recognize and make connections to a variety of styles of literature. Describe the relationship between a scientific ideas or concepts using language that pertains to time, sequence, or cause/effect. Use text features, and search tools efficiently.
- **Strategies for writing informative/explanatory text:** *How to* create guiding questions for research, develop topic with facts, use definitions and details, organize work in a way that is appropriate to task and purpose. Plan, revise, and edit with peers and adults to strengthen

**BY THE END OF THIS UNIT,
STUDENTS WILL BE ABLE TO:**
(What do I need to model, coach the development of, and ask students to perform/do?)

- **Interpret from reading for literature:** Model appropriate use of the terms stanza, scene, and chapter. Also model how illustrations contribute to the story.
- **Interpret from reading for information:** How to ask and answer questions referring back to the text, determine the meaning of words and phrases using context clues, and make connections across texts. compare and contrast the most important points and key details presented in two texts on the same topic, read and comprehend grade level appropriate literature,
- **As writers of informative/explanatory text:** Create guiding questions for research, develop topic with facts, use definitions and details, organize work in a way that is appropriate to task and purpose. Plan, revise, and edit with peers and adults to strengthen

writing as needed. Take notes and sort into categories. Use technology to produce and publish, collaborate and interact with others. Use and gather varied sources of information, use keyboard skills, conduct short project on a topic, write over extended and brief times for research, reflection and revision.

- **Strategies to create a personal response to a particular theme studied in class.** *How to* create a poem, story, or prose as a personal response to a theme
- **Strategies for selecting appropriate research and publication tools online.**
- **Strategies for applying and improving use of conventions:** *How to* produce simple, compound and complex sentences, use capitalization, punctuation, spelling and grammar appropriately, consult reference materials, identify real-life connections between words and their use, distinguish between literal and non-literal meanings of words, use context clues.
- **Strategies for demonstrating speaking, listening, and collaborative learning skills:** *How to* practice: active listening, collaborative discussions, taking turns while others speak, sharing facts found, explaining own ideas for understanding, speaking clearly with relevant facts and in complete sentences, creating visual displays to enhance facts and details, determining main idea and supporting details of text read aloud, reporting on a topic at an understandable pace, including creating

writing as needed. Take notes and sort into categories. Use technology to produce and publish, collaborate and interact with others. Use and gather varied sources of information, use keyboard skills, conduct short project on a topic, write over extended and brief times for research, reflection and revision.

- **As writers of a personal response:** Create examples as a class to model requirements of a poem, story, or prose to a given theme.
- **Use internet to research and publish writing.**
- **Apply conventions:** produce simple, compound and complex sentences, use capitalization, punctuation, spelling and grammar appropriately, consult reference materials, identify real-life connections between words and their use, distinguish between literal and non-literal meanings of words, and use context clues.
- **Demonstrate speaking, listening, and collaborative learning skills:** Active listening, engage effectively in collaborative discussions, taking turns while others speak, sharing facts found, explain own ideas for understanding, speaking clearly with relevant facts and in complete sentences, create visual displays to enhance facts and details, determine main idea and supporting details of text read aloud, report on a topic at an understandable pace, including an engaging audio recording.

an engaging audio recording.

- **Strategies for Applying Foundational Reading Skills:**

How to use context clues to understand text as necessary, understand and define grade level and domain specific vocabulary (e.g. adaptation), read grade level text with including prose and poetry orally with accuracy, appropriate rate, and expression.

- **Language Skills**

How to make use of the knowledge of language and its conventions when reading, writing, listening and speaking. How to choose words and phrases to convey precise ideas, choose punctuation for effect. How to utilize formal and informal language when appropriate. How to use context clues; consult reference materials (both print and digital) to find the pronunciation and definition. How to use content specific vocabulary.

- **Foundational Reading Skills:**

Use context clues to understand text as necessary, understand and define grade level and domain specific vocabulary (e.g. adaptation), read grade level text with purpose and understanding.

- **Language Skills:**

Use knowledge of language and its conventions when reading, writing, listening and speaking, choose words and phrases to convey precise ideas, choose punctuation for effect, Utilize formal and informal language when appropriate. Use context clues; consult reference materials (both print and digital) to find the pronunciation and definition. Use content specific vocabulary.

PHASE TWO: ASSESSMENT EVIDENCE	
Assessment Task Unit 3 Culminating Task	Formative Assessment Process:
What will the student do or produce to demonstrate their understanding and abilities?	<ul style="list-style-type: none"> • How will the teacher support performance on this task? • How will the teacher formatively assess student work and provide feedback?
Students will..... <ul style="list-style-type: none"> • Learners will choose weather related topic (storm, clouds, and natural disasters) to research and with teacher support, brainstorm potential questions that can guide their research. <u>This will be captured on their note-sheet.</u> • Learners will search a variety of informational texts to locate information about their selected topic. They will compare and contrast two sources of information on the same topic on the given <u>note-sheet</u>. Also will determine cause and effects of the weather topic of their choice on a <u>note-sheet</u>. This will be used to plan their writing task. • Learners will be exposed to different types of poetry in order to create and present a poem based on their weather topic. • Learners will create a three to four 	Teacher will..... <ul style="list-style-type: none"> • Provide access to informational texts about weather related topics in print and digital form. Support students in locating them. • Model cause and effect relationships in text and have students determine cause and effect relationships about their topic. • Model compare and contrast strategies using various graphic organizers. Support students in comparing and contrasting two sources of information on the same topic. • Expose students to various forms of poetry (haiku, cinquains, acrostic, etc.) in order for them to prepare to produce a poem or song based on their weather topic. • Model how researchers sort information

<p>paragraph report based on their weather topic having an introductory sentence, body, and concluding paragraph.</p> <ul style="list-style-type: none"> • They will use a criteria-specific rubric to self assess, set goals, and revise. <u>Submit final copy for a grade.</u> • With guidance and support from adults, use revised draft and technology to produce an audio recording of their poem. 	<p>into categories and plan an organized draft of written work.</p> <ul style="list-style-type: none"> • Model how writers: <ul style="list-style-type: none"> - Introduce a topic and group related Information together; include Illustrations when useful to aiding comprehension. - develop the topic using cause and effect, compare and contrast. - Provide a concluding statement or section • Guide writers through revision of their drafts and collect final copies for a grade. • Guide students how to make an audio recording of their poem using fotobabble. (see library media specialist for help)
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PHASE THREE: WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE LITERACY BLOCK		
MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
GUIDED READING	Targeted comprehension, fluency, listening and speaking and / or language skills.	Textbook leveled readers Scott Foresman Unit book 3 Checklists Annotated Records Observation
SHARED READING AND LISTENING TO AUDIO VERSIONS OF TEXTS	<ul style="list-style-type: none"> *Main idea *Supporting detail *Use of facts *Text *Context clues *Cause and effect *Sequence of events *Compare and Contrast *Author's purpose *Draw conclusions *Generalize *Active listening *Taking turns while others speak *Speaking clearly *Sharing facts found *Use visual displays to enhance facts *Describe story elements *Organization as a trait of writing 	<p>Individual or small group-selected text relevant to research topics</p> <p>Checklists Annotated Records Graphic organizers Observation</p> <p>Scott Foresman Unit book 3 selections Suggested additional Scott Foresman titles: Hottest, Coldest, Highest, Deepest; America's Champion Swimmer: Gertrude Ederle A-Z leveled readers</p> <p>Guided reading books</p>

